

**INSTRUCTIONAL DELIVERY METHODS FOR SECOND  
LANGUAGE LEARNERS ACADEMY**



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## Academy Introduction

Using the **Instructional Delivery Methods for Second Language Learners Academy** transparency (T1), review the modules with the paraeducators before beginning the academy.

This academy provides in-depth information regarding different instructional methods and how to apply them when working with English language learners. It looks into practical strategies for modifying lessons in order to accommodate the students' linguistic and academic needs (dominance vs. proficiency).

# *Instructional Delivery Methods for Second Language Learners Academy*

InDlvr-T1



## *Module A: Delivery Methods*

- *Recognize the general principles of the Natural Approach.*
- *Describe the organization, techniques, and strategies used in sheltered English instruction.*

## *Module B: Addressing the Needs of Students Learning English as a Second Language*

- *Recognize a variety of lesson plan formats for English language learners.*
- *Identify areas for improvement in lesson plans for English language learners.*
- *Recognize a variety of materials that promote classroom diversity.*

## **Module A: Delivery Methods**

## Instructional Delivery Methods for Second Language Learners Academy

### Module A: Delivery Methods



#### A. Energizer

Introduce yourself to the class and share something about yourself and your current position. Have the participants introduce themselves to the class, sharing something about themselves and their current positions.



**Note to Instructor:** A different ice breaker activity that focuses on verbal communication, the focus of this academy, may be used.



#### B. Module Goals

Using the **Module A: Delivery Methods** handout and transparency (**H1/T1**), review the goals of the module.

1. Recognize the general principles of the Natural Approach.
2. Describe the organization, techniques, and strategies used in sheltered English instruction.





## ***Goal 1: Recognize the general principles of the Natural Approach.***



### **1.1 Lecture: The Natural Approach**

Present and review the **The Natural Approach Philosophy** transparency (T2).

- In order to foster language acquisition, an environment of low anxiety must be provided.
- A second language is best taught when it is used for meaningful communication.
- Students should be allowed to listen before they are required to speak.
- Students must be provided multiple opportunities to speak.

Present and review the **General Principles of The Natural Philosophy** transparency (T3).

- Do not correct students' errors. Instead, model the correct response.
- Allow students to volunteer answers, rather than calling on them.
- Make lessons interesting and relevant, using real objects whenever possible.
- As much as possible, involve the students' whole body in the language interaction.
  - ➔ Make use of the total physical response (TPR). TPR allows students to follow directions and respond by pointing to or moving and placing objects, pictures, or words accordingly. These activities greatly multiply the amount of language input that can be handled by beginning students and tie comprehension with performance in nonthreatening, low anxiety, whole body responses. Speech is not required.
- Remember that students learn language in different stages.



### **1.2 Lecture: First and Second Language Development**

Present and review the **First and Second Language Development** transparency (T4).

First language (L1) and second language (L2) development have several common factors.

- A silent period is common in the beginning of language acquisition. During this period, students absorb meaning in the language around them and build competence until they are ready to speak.
- Comprehensible input is key. Comprehensible input consists of words

or language elements that are known, with the addition of a new element that is understandable because of the context.

- Meaningful practice in listening, speaking, reading, and writing is key and must involve using the language for practical communication.

What this means for instruction:

- Present lessons that focus on interesting and relevant topics in order to motivate students to communicate.
- Provide large quantities of comprehensible input.
- Never force production. Provide communication activities that don't require verbal responses until students begin to comprehend.
- Recognize that most students will profit from the silent period.
- Create a positive and accepting environment in order to motivate students and lower their anxiety (affective filter).



### 1.3 Lecture: Stages of Language Acquisition in the Natural Approach

Present and review the **Stages of Language Acquisition in the Natural Approach** transparency (T5). There are four stages of language acquisition in the Natural Approach.

- Pre-Production
  - ↳ Students communicate with gestures and actions.
  - ↳ Lessons focus on listening comprehension.
  - ↳ Lessons build receptive vocabulary.
- Early Production
  - ↳ Students speak using one or two words, or short phrases.
  - ↳ Lessons expand receptive vocabulary.
  - ↳ Activities are designed to motivate students to produce and use vocabulary that they already understand.
- Speech Emergence
  - ↳ Students speak in longer phrases and complete sentences.
  - ↳ Lessons continue to expand receptive vocabulary.
  - ↳ Activities are designed to promote higher levels of language use.
- Intermediate Fluency
  - ↳ Students engage in conversation and produce connected narratives.
  - ↳ Lessons continue to expand receptive vocabulary.
  - ↳ Activities are designed to develop higher levels of language use

in content areas.

↳ Reading and writing activities are incorporated into lessons.



#### **1.4 Assignment: Materials that Promote Diversity in the Classroom**

Instruct the participants to gather examples of materials via the Internet, library, school, etc. that promote an appreciation for diversity in the classroom. Each participant should bring at least one example to share with the class during **Module B: Addressing the Needs of Students Learning English as a Second Language, 3.2 Discussion: Materials that Promote an Appreciation of Classroom Diversity**. Participants should be prepared to support their example(s) by sharing their reason for having made the selection(s).



## ***Goal 2: Describe the organization, techniques, and strategies used in sheltered English instruction.***



### **2.1 Lecture: Sheltered English**

Present and review the **Sheltered English** transparency (T6). Sheltered English is an instructional approach used to make academic instruction in English accessible to English language learners.

Students in sheltered English classes are sheltered in that they do not compete academically with native English speakers, as the class includes only limited English proficient (LEP) students. In the regular classroom, English fluency is assumed. In the sheltered English classroom, teachers use physical activities, visual aides, and the environment to teach important new words for concept development in mathematics, science, history, home economics, and other subjects.

When planning effective English instruction for English language learners, paraeducators need to keep in mind that objectives written by the teacher must be academically demanding and grade-appropriate; they cannot be “watered down.” For students to learn the material, it is necessary to build into the lessons multiple opportunities for English learners to understand and process the material.

Sheltered English provides:

- Access to the core curriculum,
- English language development, and
- Opportunities for social integration into the multicultural classroom community.

When presenting lessons:

- Speak clearly;
- Repeat key points;
- Define essential vocabulary in context; and
- Pair the verbal elements of the lesson with nonverbal communication cues, such as pictures, graphs, objects, and gestures.



***Note to Instructor:*** Some of the information for this lecture was adapted from National Clearinghouse on Bilingual Education, 1987.



## 2.2 Discussion: Effective English Instruction Checklist

Present and review the **Effective English Instruction Checklist** handout and transparency (**H2/T7**). Engage the participants in a discussion regarding how they would incorporate each point into a lesson. Emphasize which elements are the responsibility of the teacher (writing content objectives, etc.) and which are the paraeducator's.

In order to teach English in an effective manner, there are some key points to keep in mind.

- Organize instruction around age-appropriate content, which is often theme-based (e.g., literature, math, science, social studies).
  - ↳ Instruction provides access to the core curriculum.
  - ↳ Content is academically demanding.
  - ↳ Language objectives are established in accordance with the students' English language proficiency and in relation to the language demands of the lesson.
  - ↳ Language and content learning are integrated.
  - ↳ Content is presented from multicultural perspectives.
- Design an appropriate learning sequence.
  - ↳ Assess and build upon students' interests and prior knowledge, including cultural knowledge.
  - ↳ Explain the purpose of each activity.
  - ↳ Help students develop learning strategies for reading, writing, thinking, and problem solving.
  - ↳ Provide multiple opportunities for students to process information verbally and non-verbally. The students can draw, discuss, role play, question, etc.
- Modify language used during instruction.
  - ↳ Use a slower speech rate.
  - ↳ Speak clearly, repeating information if needed.
  - ↳ Define new words in meaningful contexts.
  - ↳ Paraphrase in simple terms when using more sophisticated forms of expression.
  - ↳ Limit the use of idiomatic speech.
- Support verbal explanations with nonverbal cues.
  - ↳ Use gestures, facial expressions, and actions to dramatize meaning.
  - ↳ Use graphs, graphic organizers, and other visuals.
  - ↳ Use props, manipulatives, and realia.

- ⇒ Realia refers to the use of real objects that describe the target culture to convey concepts in a contextually grounded way and is widely used in instructing students who are learning English as a second language.



**Note to Instructor:** Adapted from Teaching Foreign Languages with Realia and Other Authentic Materials by J. Berwald, ERIC Clearinghouse on Languages 1-6.

- Plan participation for all students, keeping in mind the English proficiency level of each student.
- Utilize a variety of group formats to provide opportunities for social, linguistic, and academic development.
- Utilize a variety of assessment methods (e.g., oral, written, visual, kinesthetic, auditory) that allow students to show their strengths.



**Note to Instructor:** Adapted from Reading Writing and Learning in ESL by S. Peregoy, 1993. For additional information, refer to the Lesson Plan Checklist for the Sheltered Instruction Observation Protocol (SIOP), which can be found in The Sheltered Instruction Observation Protocol: A Tool for Teacher-Research Collaboration and Professional Development by D. Short and J. Echeverria (1999), Center for Research on Education, Diversity & Excellence.



### 2.3 Lecture: Essential Elements in Sheltered Instruction

Present and review the **Essential Elements in Sheltered Instruction** transparency (T8), providing examples of each element as you describe it. Be sure to demonstrate the elements by modeling them, where appropriate, in your lecture (use grouping strategies and manipulatives). There are ten basic elements that are essential in providing sheltered instruction.

- Build on prior knowledge.
- Use various grouping strategies.
- Use manipulatives, visuals, and direct experiences.
- Make use of all eight intelligences.
- Adapt materials by modifying text and assignments.
- Develop language sensitivity.
- Increase wait times.
- Keep the affective filter low.
- Increase your own knowledge.

- Support the student's first language.
- Focus on literacy in the content area.



**Note to Instructor:** Most elements will be covered in greater detail following this lecture. Adapting materials by modifying text and assignments will be addressed in **Module B: Addressing the Needs of Students Learning English as a Second Language, Goal 2: Identify areas for improvement in lesson plans for English language learners.**



## 2.4 Discussion: Prior Knowledge

Each student has prior knowledge specific to them.

- Academic knowledge.
- Academic experiences.
- Personal experiences.
- Specific "life training."

In order to build on a student's prior knowledge, it is necessary to determine each student's strengths in these areas and support them.

Engage the participants in a discussion regarding strategies and techniques for building on prior knowledge, asking for specific examples of tools that can be used. Be sure the examples provided include:

- KWL charts.
  - ↳ What you *know*, *w*ant to learn, and have *l*earned.
- Brainstorming bubbles.
- Prediction charts.
- Venn Diagrams.
- Webs.



## 2.5 Discussion: Grouping Strategies

Grouping configurations include:

- Individuals
  - ↳ Modeled writing.
  - ↳ Journal writing.
  - ↳ Reflective diary writing.
- Pairs

- ↳ Interviewing.
- ↳ Making thought maps.
- ↳ Editing with a partner.
- ↳ Buddy system.
- ↳ Role play.
- ↳ Dialogues.
- Various Small and Large Groups
  - ↳ Discussion.
  - ↳ Dramatizations.
  - ↳ Numbered heads.
  - ↳ Story telling.
  - ↳ Jigsaw.
  - ↳ Simulations.
- Whole-Class Settings

Engage the participants in a discussion regarding strategies and techniques for using various grouping configurations, asking for specific examples of situations in which each configuration can be used. Be sure the discussion covers the examples below.

Groups may or may not be structured for cooperative learning. Merely putting students in pairs or groups does not ensure cooperation. There are many ways to organize group work so that it suits the immediate purpose. Some group configurations are informal and student-centered, while others are more task-driven.

Cooperative groups provide a variety of ways to expose students to academic content, and create different situations in which they experience and discuss curricular content. Cooperative learning:

- Serves both language and content curriculum goals.
- Builds individual and group responsibility for learning.
- Builds success for all members of the group.
- Develops creative, active learning.
- Creates success for all members of the group.
- Procedure:
  - ↳ Students are given specific roles and responsibilities for group work.
  - ↳ Students become responsible for the accomplishments of one another.
  - ↳ Students teach and learn from one another.

Buddy systems help new English language learners become members of the classroom



community and to become comfortable in the school.

- Procedure:
  - ↳ Pair students: one that is more capable (the buddy) paired with one that is less proficient in English.
  - ↳ The buddy helps the student in and out of the class until he or she becomes proficient and knowledgeable about class and school routines.

Jigsaws work well in the diverse classroom because students are members of both a base team and an expert group.

- Procedure:
  - ↳ Expert groups are formed by identifying one member of each base team who will become an “expert” on a particular topic or aspect of a task.
  - ↳ The groups then work together to master the material or task, then return to their base teams to share what they have learned.
    - ⇒ Initial information may be given in the expert group phase in students’ primary languages. Once students are familiar with the concepts, they return to the heterogeneous base teams to discuss, in English, the concepts they have acquired. Thus, the initial information was made comprehensible through homogeneous expert groups, but extended language and content development has also been provided.



## 2.6 Discussion: Manipulatives, Visuals, and Direct Experiences

When appropriate, use manipulatives and realia to maximize student comprehension, which helps connect verbal cues with visual or tangible cues, and the concrete to the abstract. Demonstrations, experiments, and dramatizations provide students new ways to make linguistic connections, in the case of manipulatives and realia, connecting physical movement and actions together with verbal cues.

Emphasize that traditional visuals, pictures, and photographs should not be forgotten, but used in new and interesting ways.

Graphic organizers are also effective visual tools. They provide a visual and verbal map of vocabulary and concepts and their relationships. Graphic organizers are frequently designed to assist students in comprehending reading selections and are

very useful in addressing previous knowledge. Timelines, diagrams, flow charts, outlines, webs, KWL charts, and spider, story, and semantic maps are all examples of graphic organizers.

When available, field trips and new technologies are important and effective, and provide direct experience opportunities in which paraeducators can help students to make connections with language.

Engage the participants in a discussion regarding techniques and strategies for incorporating manipulatives, visuals, and direct experiences into lesson plans.



## 2.7 Lecture: Intelligences

Present and review the **Intelligences** transparency (T9).

- Verbal/Linguistic
  - ↳ Deals with abilities in the acquisition, formation, and processing of language, including all forms of working with both oral and written language.
- Logical/Mathematical
  - ↳ Deals with abilities regarding numbers, sequencing, reasoning, and inductive and deductive thinking.
- Spatial
  - ↳ Deals with the ability to think in pictures and images.
  - ↳ Deals with everything we see: all conceivable shapes, specific patterns and designs (both regular and irregular), concrete and abstract images, and the entire spectrum of color and texture. These include not only things that exist in the external (concrete) world, but also in the imagination, including our capacities to visualize and dream about entering worlds of fantasy, to go on imaginary journeys, etc.
- Musical
  - ↳ Deals with abilities to create and/or interpret music.
- Bodily/Kinesthetic
  - ↳ Deals with abilities regarding physical movement, both fine and gross motor systems.
- Interpersonal
  - ↳ Deals with abilities to understand and communicate with others and to facilitate relationships and group processes.
- Intrapersonal

- ↳ Deals with abilities to understand self.
- Naturalistic
  - ↳ Deals with abilities to recognize flora and fauna, and to make consequential distinctions and decisions in the natural world. Involves species discernment and discrimination, the ability to recognize and classify various flora and fauna, and knowledge of and communion with the natural world.

Emphasize that all people possess and have capacities in each intelligence category. The intelligences function together in ways unique to each person. Students may be highly developed in some areas, modestly developed in others, and underdeveloped in still others. There are many ways to be intelligent within each category. For example, a person may not be able to read but is highly linguistic, as seen in his or her's ability to tell jokes. Given the appropriate encouragement, enrichment, and instruction, most people develop each intelligence to an adequate level.



**Note to Instructor:** Material for this lecture was adapted from the research of Dr. Howard Gardner, and *Multiple Intelligences in the Classroom* by T. Armstrong (1994).



## 2.8 Activity: Nurturing and Stimulating Intelligences

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of various ways to nurture and stimulate intelligences.



### 2.8.1 Steps

- Have the participants break into groups by counting off by eight: all 1's together, all 2's together, all 3's together, etc.
- Distribute the **Intelligence** handouts (H3/H4/H5/H6/H7/H8/H9/H10) as follows:
  - ↳ Group 1: **Verbal/Linguistic Intelligence (H3)**
  - ↳ Group 2: **Logical/Mathematical Intelligence (H4)**
  - ↳ Group 3: **Spatial Intelligence (H5)**
  - ↳ Group 4: **Musical Intelligence (H6)**
  - ↳ Group 5: **Bodily/Kinesthetic Intelligence (H7)**
  - ↳ Group 6: **Interpersonal Intelligence (H8)**
  - ↳ Group 7: **Intrapersonal Intelligence (H9)**
  - ↳ Group 8: **Naturalistic Intelligence (H10)**
- Instruct the groups to review and discuss the characteristics of their assigned intelligence.

- Have the groups develop a list a strategies and techniques that can be used to nurture and stimulate the intelligence.
- When finished, have each group share their list with the class. The groups should explain why they chose each strategy given the characteristics of the intelligence. Be sure the strategies and techniques provided by the groups include:
  - ↳ Verbal/Linguistic
    - ⇒ Lectures.
    - ⇒ Large and small group discussions.
    - ⇒ Reading books, either individually, as a class, or choral.
    - ⇒ Story telling.
    - ⇒ Debating.
    - ⇒ Having the student give speeches.
    - ⇒ Having the student keep a journal.
  - ↳ Logical/Mathematical
    - ⇒ Jigsaw puzzles.
    - ⇒ Logic puzzles and games.
    - ⇒ Math problems.
    - ⇒ Scientific demonstrations.
    - ⇒ Creating codes.
    - ⇒ Quantifications and calculations.
    - ⇒ Classification and categorizations.
  - ↳ Spatial
    - ⇒ Sculpting, molding, drawing, sketching, painting, making collages, designing, and other forms of visual art.
    - ⇒ Using various kinds of mental maps or graphic organizers, including charts, graphs, diagrams, and maps.
    - ⇒ Videos, slides, and movies.
    - ⇒ Visual pattern seeking.
    - ⇒ Building models.
    - ⇒ Using picture metaphors.
    - ⇒ Computer programs.
    - ⇒ Visual puzzles and mazes.
    - ⇒ Imaginative storytelling.
    - ⇒ Using three-dimensional contraptions and pictures (building with Legos or blocks).
  - ↳ Musical
    - ⇒ Music concepts.

- ⇒ Playing recorded music.
- ⇒ Using music software.
- ⇒ Listening to one's inner musical imagery.
- ⇒ Using rhythms, songs, raps, and chants.
- ⇒ Group singing.
- ⇒ Link old tunes with concepts.
- ↳ Bodily/Kinesthetic
  - ⇒ These students need to learn by acting and moving, and often will touch others while communicating.
  - ⇒ Creative movement.
  - ⇒ Field trips.
  - ⇒ Hands-on activities of all types.
  - ⇒ Acting and mime.
  - ⇒ Making crafts.
  - ⇒ Using body maps, manipulatives, realia, and props.
  - ⇒ Using gestures and body language to communicate.
  - ⇒ Playing sports.
- ↳ Interpersonal
  - ⇒ Cooperative groups.
  - ⇒ Conflict mediation.
  - ⇒ Peer teaching.
  - ⇒ Board games.
  - ⇒ Cross-age tutoring.
  - ⇒ Community involvement.
  - ⇒ Academic clubs.
  - ⇒ Parties and social event.
  - ⇒ Interactive computer software.
- ↳ Intrapersonal
  - ⇒ Independent study.
  - ⇒ Self-paced instruction.
  - ⇒ Individual projects and games.
  - ⇒ Journaling.
  - ⇒ Interest centers.
  - ⇒ Self-teaching.
  - ⇒ Silent reading.
  - ⇒ Think time.
  - ⇒ Quiet time.
- ↳ Naturalistic
  - ⇒ Projects related to protecting the environment.
  - ⇒ Predicting the weather.

⇒ Growing things.



## 2.9 Discussion: Language Sensitivity

It is important to be sensitive to the nuances of language. Engage the participants in a discussion regarding ways to develop language sensitivity. Use the following points to guide the discussion:

- Identify linguistic traps.
  - ↳ These are common in multiple choice questions.
- Learn about cognates and false cognates.
  - ↳ These often occur with Latin-based words.
- Be aware of idiomatic expressions and regionalisms.
- Give multiple meanings, examples, and alternate words.
- Organize written materials into small, sequenced steps, avoiding long passages with dense groups of words.
- Identify and make available language dictionaries, encyclopedias with illustrations, and other supplemental materials.



## 2.10 Discussion: Wait Times and Affective Filters

Increasing allowable wait times for students is important. Doing so allows students adequate time to process their answer to a given question and translate it into English.

Emphasize that students should not be forced to speak, which helps to lower the affective filter. In order to keep the affective filter low, it is necessary to:

- Create a safe environment.
- Design lessons and assignments for success.
- Encourage volunteers.
- Praise any attempts to communicate.

Engage the participants in a discussion regarding techniques and strategies for incorporating the ideas of increased wait times and low affective filters into a lesson plan.



## 2.11 Discussion: Increasing Your Knowledge

A key element in approaching sheltered instruction is to increase one's own

knowledge. Engage the participants in a discussion regarding ways to increase and maintain knowledge for each of the following areas:

- Language sensitivity.
- Know the content of lessons.
- Draw conclusions, not stereotypes, about cultural differences.
- Be aware of what is culturally considered to be acceptable behavior.
- Be aware of how education is valued in various cultures.



### **2.12 Discussion: Supporting the First Language**

Engage the participants in a discussion regarding ways in which a student's first language can be supported. Ensure that the examples provided include:

- Inviting family members to be guest speakers.
- Inviting community members to be guest speakers.
- Having students bring objects from home that represent their culture and connects with the content currently being taught.
- Making lesson materials in the native language available.



### **2.13 Discussion: Literacy in the Content Area**

English language learners can read and write successfully when literacy teaching is scaffolded and expectations are appropriate.

- Be aware of linguistic traps.
- Teach students how to read a text.
- Develop vocabulary through both implicit and explicit means.
- Modify the length and difficulty of reading passages.
- Check, monitor, and assess progress on a continual basis.



## Module A Handouts



## **Module A: Delivery Methods**

1. Recognize the general principles of the Natural Approach.
2. Describe the organization, techniques, and strategies used in sheltered English instruction.

## Effective English Instruction Checklist

- Organize instruction around age-appropriate content, which is often theme-based (e.g., literature, math, science, social studies).
  - ↳ Instruction provides access to the core curriculum.
  - ↳ Content is academically demanding.
  - ↳ Language objectives are established in accordance with the students' English language proficiency and in relation to the language demands of the lesson.
  - ↳ Language and content learning are integrated.
  - ↳ Content is presented from multicultural perspectives.
- Design an appropriate learning sequence.
  - ↳ Assess and build upon students' interests and prior knowledge, including cultural knowledge.
  - ↳ Explain the purpose of each activity.
  - ↳ Help students develop learning strategies for reading, writing, thinking, and problem solving.
  - ↳ Provide multiple opportunities for students to process information verbally and non-verbally. The students can draw, discuss, role play, question, etc.
- Modify language used during instruction.
  - ↳ Use a slower speech rate.
  - ↳ Speak clearly, repeating information if needed.
  - ↳ Define new words in meaningful contexts.
  - ↳ Paraphrase in simple terms when using more sophisticated forms of expression.
  - ↳ Limit the use of idiomatic speech.

## Effective English Instruction Checklist (continued)

- Support verbal explanations with nonverbal cues.
  - ↳ Use gestures, facial expressions, and actions to dramatize meaning.
  - ↳ Use graphs, graphic organizers, and other visuals.
  - ↳ Use props, manipulatives, and realia.
    - ⇒ Realia refers to the use of real objects that describe the target culture to convey concepts in a contextually grounded way and is widely used in instructing students who are learning English as a second language.
- Plan participation for all students, keeping in mind the English proficiency level of each student.
- Utilize a variety of group formats to provide opportunities for social, linguistic, and academic development.
- Utilize a variety of assessment methods (e.g., oral, written, visual, kinesthetic, auditory) that allow students to show their strengths.

## Verbal/Linguistic Intelligence

- Deals with abilities in the acquisition, formation, and processing of language, including all forms of working with both oral and written language.
- Characteristics of Verbal/Linguistic Intelligence
  - ↳ Tells jokes and stories.
  - ↳ Sensitivity to meanings, order, sounds, relationships between words, semantics, diction, and rhythm.
  - ↳ Possesses a good memory for names, places, dates, and/or trivia.
  - ↳ Enjoys rhymes, tongue twisters, word games, etc.
  - ↳ Enjoys writing, reading, and/or doing crossword puzzles.
  - ↳ Possesses a good vocabulary for his or her age.
  - ↳ Can learn through verbalization, by seeing and hearing words, and by doing word games.
- Ways to Nurture and Stimulate Verbal/Linguistic Intelligence
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳

## Logical/Mathematical Intelligence

- Deals with abilities regarding numbers, sequencing, reasoning, and inductive and deductive thinking.
- Characteristics of Logical/Mathematical Intelligence
  - ↳ Asks lots of questions about how things work.
  - ↳ Computes math problems in his or her head quickly.
  - ↳ Enjoys playing strategy games, chess, checkers, logic puzzles, brainteasers, and math-based computer games.
  - ↳ Possesses a good sense of cause and effect relationships.
  - ↳ Is good at recognizing and creating patterns.
  - ↳ Is good at deducing and analyzing.
  - ↳ Enjoys putting things into outlines, categories, and hierarchies.
  - ↳ Enjoys experimentation.
- Ways to Nurture and Stimulate Logical/Mathematical Intelligence
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳

## Spatial Intelligence

- Deals with abilities to think in pictures and images.
- Deals with everything we see: all conceivable shapes, specific patterns and designs (both regular and irregular), concrete and abstract images, and the entire spectrum of color and texture. These include not only things that exist in the external (concrete) world, but also in the imagination, including our capacities to visualize and dream about entering worlds of fantasy, to go on imaginary journeys, etc.
- Characteristics of Spatial Intelligence
  - Usually able to find missing objects through the use of visual recall.
  - May be the first to notice things that have been changed or rearranged.
  - Recognizes relationships of objects in space
  - Possesses an active imagination, and is good at imagining in vivid detail.
  - Reads maps, charts, and diagrams easily.
  - Enjoys art activities.
  - Gets more from pictures than from words when reading.
  - Possesses a good memory for visual details.
  - Possesses a good sense of direction and is good at navigating.
  - Is good at creating and interpreting graphic organizers.
  - Is good at arranging and decoding.
  - Is able to “see” solutions to problems.
- Ways to Nurture and Stimulate Spatial Intelligence
  - 
  - 
  - 
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  -

## Musical Intelligence

- Deals with abilities to create and/or interpret music.
- Characteristics of Musical Intelligence
  - ↳ Recognizes pitch, melody, and rhythm as prescribed systems of sound and timbre.
  - ↳ Remembers melodies and songs.
  - ↳ Plays a musical instrument or sings in a choir.
  - ↳ Continually humming, singing, tapping out tunes rhythmically, or whistling.
  - ↳ Sensitive to environmental noises.
  - ↳ Understands the structure of music.
  - ↳ Reads and writes music.
  - ↳ Learns through lyrics.
  - ↳ Enjoys listening to and appreciates music.
  - ↳ May need music while studying.
- Ways to Nurture and Stimulate Musical Intelligence
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳

## Bodily/Kinesthetic Intelligence

- Deals with abilities regarding physical movement, both the fine and gross motor systems.
- Characteristics of Bodily/Kinesthetic Intelligence
  - ↳ Exhibits coordination, dexterity, flexibility, strength, and speed.
  - ↳ Processes knowledge through bodily sensations.
  - ↳ The body is used for expressive, as well as goal-oriented purposes.
  - ↳ Enjoys playing sports, exercising, and working out.
  - ↳ Has a dramatic way of expressing self.
  - ↳ Enjoys working with clay, Play Dough, fingerpainting, etc.
  - ↳ Skilled in a hand crafts, such as sewing or woodworking.
  - ↳ Possesses the ability to improve physical skills through a union of mind and body.
  - ↳ Frequently squirms and rocks, and may even fall off chairs when required to sit still for extended periods of time.
- Ways to Nurture and Stimulate Bodily/Kinesthetic Intelligence
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳



## Interpersonal Intelligence

- Deals with abilities to understand and communicate with others and to facilitate relationships and group processes.
- Characteristics of Interpersonal Intelligence
  - ↳ Is often a leader among his or her peers.
  - ↳ Possesses good communication skills.
  - ↳ Seems to understand and easily pick up on the feelings and motives of others.
  - ↳ Enjoys cooperative learning experiences and learns best in cooperative settings.
  - ↳ Enjoys caring for, teaching, communicating, and interacting with others.
  - ↳ Easily makes friends and maintains relationships.
  - ↳ Resolves conflicts.
  - ↳ Respects the rights and points of view of others.
  - ↳ Enjoys working as a team member.
  - ↳ Enjoys socializing with peers.
  - ↳ Gives advice to friends.
  - ↳ Seems to be street-smart.
  - ↳ Others seek out his or her company.
- Ways to Nurture and Stimulate Interpersonal Intelligence
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳

## Intrapersonal Intelligence

- Deals with abilities to understand self.
- Characteristics of Intrapersonal Intelligence
  - ↳ May be shy.
  - ↳ Very aware of own feelings and is self-motivated.
  - ↳ Examines and possesses knowledge of own feelings and is able to draw upon those feelings to guide behavior.
  - ↳ Introspective and intuitive.
  - ↳ Strong sense of self and independence.
  - ↳ Realistic sense of own strengths and weaknesses.
  - ↳ High self-esteem.
  - ↳ Expresses own feelings.
  - ↳ Prefers working alone.
  - ↳ Is able to learn from previous experiences.
  - ↳ Understands inner conflict.
- Ways to Nurture and Stimulate Intrapersonal Intelligence
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳
  - ↳

## Naturalistic Intelligence

- Deals with abilities to recognize flora and fauna and to make consequential distinctions and decisions in the natural world. Involves such capacities as species discernment and discrimination, the ability to recognize and classify various flora and fauna, and knowledge of and communion with the natural world.
- Characteristics of Naturalistic Intelligence
  - ↳ Uses information about the physical world productively in hunting, fishing, farming, and biological science.
  - ↳ Enjoys analyzing similarities and differences, and observing details.
  - ↳ Appreciates plants, flowers, and trees.
  - ↳ Enjoys collecting rocks, insects, etc.
- Ways to Nurture and Stimulate Naturalistic Intelligence
  - ↳
  - ↳
  - ↳

## Module A Transparencies

# ***Module A: Delivery Methods***

InDlvrA-T1



- ***Recognize the general principles of the Natural Approach.***
- ***Describe the organization, techniques, and strategies used in sheltered English instruction.***

# *The Natural Approach Philosophy*

InDlvrA-T2



- *In order to foster language acquisition, an environment of low anxiety must be provided.*
- *A second language is best taught when it is used for meaningful communication.*
- *Students should be allowed to listen before they are required to speak.*
- *Students must be provided multiple opportunities to speak.*

# *General Principles of The Natural Philosophy*

InDlvrA-T3



- *Do not correct students' errors. Instead, model the correct response.*
- *Allow students to volunteer answers, rather than calling on them.*
- *Make lessons interesting and relevant, using real objects whenever possible.*
- *As much as possible, involve the students' whole body in the language interaction.*
- *Remember that students learn language in different stages.*

# *First and Second Language Development*

InDlvrA-T4



- *Silent Period*
- *Comprehensible Input*
- *Meaningful Practice*



# *Stages of Language Acquisition in the Natural Approach*

InDlvrA-T5



- *Pre-Production*
- *Early Production*
- *Speech Emergence*
- *Intermediate Fluency*

# *Sheltered English*

InDlvrA-T6



- *An instructional approach used to make academic instruction in English understandable for English language learners.*
  
- *Provides:*
  - ➔ *Access to the core curriculum.*
  
  - ➔ *English language development.*
  
  - ➔ *Opportunities for social integration into the multicultural classroom community.*

# *Effective English Instruction Checklist*

InDlvrA-T7



- *Organize instruction around age-appropriate content.*
- *Design an appropriate learning sequence.*
- *Modify language used during instruction.*
- *Support verbal explanations with nonverbal cues.*
- *Plan participation for all students, keeping in mind the English proficiency level of each student.*
- *Utilize a variety of group formats to provide opportunities for social, linguistic, and academic development.*
- *Utilize a variety of assessment methods that allow students to show their strengths.*

# *Essential Elements for Sheltered Instruction*

InDlvrA-T8



- *Build on prior knowledge.*
- *Use various grouping strategies.*
- *Use manipulatives, visuals, and direct experiences.*
- *Make use of all eight intelligences.*
- *Adapt materials by modifying text and assignments.*
- *Develop language sensitivity.*
- *Increase wait times.*
- *Keep the affective filter low.*
- *Increase your own knowledge.*
- *Support the student's first language.*
- *Focus on literacy in the content area.*

# *Intelligences*

InDlvrA-T9



- *Verbal/Linguistic*
- *Logical/Mathematical*
- *Spatial*
- *Musical*
- *Bodily/Kinesthetic*
- *Interpersonal*
- *Intrapersonal*
- *Naturalistic*

## **Module B: Addressing the Needs of Students Learning English as a Second Language**

# Instructional Delivery Methods for Second Language Learners Academy

## Module B: Addressing the Needs of Students Learning English as a Second Language



### A. Module Goals

Using the **Module B: Addressing the Needs of Students Learning English as a Second Language** handout and transparency (**H1/T1**), review the goals of the module.

1. Recognize a variety of lesson plan formats for English language learners.
2. Identify areas for improvement in lesson plans for English language learners.
3. Recognize a variety of materials that promote classroom diversity.



## ***Goal 1: Recognize a variety of lesson plan formats for English language learners.***



### **1.1 Discussion: Analyzing a Lesson Plan**

Distribute the Family of Frogs handout (**H2**). Explain that the lesson plan is the final in a series of seven, and is a review of lessons one through seven. In the previous lessons, students were to have learned about colors, sizes, and feelings using the topic of frogs as a central, grounding concept.

Using the **Natural Approach Lesson Plan** transparency (**T2**), review the components of the lesson plan, engaging the participants in a critique and discussion of each.

- **Lesson:** Family of Frogs
- **Grade Level:** 3
- **Level:** Speech Emergence
- **Objective:** By the end of this lesson, students will be able to recall vocabulary with 90% accuracy.
  - ↳ Mom = Mama
  - ↳ Dad = Papa
  - ↳ Frog = Rana
  - ↳ Baby = Bebe
  - ↳ Happy = Feliz
- **Materials:**
  - ↳ Stapler
  - ↳ Prepared Pages
  - ↳ Crayons/Markers
- **Visuals:**
  - ↳ Pictures of mom frog.
  - ↳ Pictures of dad frog.
  - ↳ Pictures of baby frog.
  - ↳ Pictures of happy frog.
- **Procedures:**
  - ↳ Review what was taught on the previous day.
  - ↳ Introduce what will be taught about the family of frogs today.
  - ↳ Write the vocabulary on the blackboard in English, using modeling techniques.
  - ↳ Pass out materials. Have the students start by drawing the family of frogs and coloring it.
  - ↳ As the students begin to work, go around and staple the loose



- pages together to make a book for each of them. While visiting with each student, help guide him or her in the right direction.
- ↳ Read the finished book to the students. As you come to each vocabulary word, point to the board where the word is written.
  - ↳ Review what was taught today.
  - **Evaluation:**
    - ↳ By walking around and observing the students, one can follow their progress and draw conclusions about how well they have comprehended the lesson.
    - ↳ The new vocabulary words should be used when talking with students, helping to reveal the degree to which the instruction has been successful.
    - ↳ The book being illustrated by students should flow as follows:
      - ⇒ Page 1: The Frogs, Illustrated by: *(student's name)*
      - ⇒ Page 2: Mom frog.
      - ⇒ Page 3: Dad frog.
      - ⇒ Page 4: Baby frog.
      - ⇒ Page 5: Happy frogs.
      - ⇒ Page 6: The End.



**Note to Instructor:** Another lesson plan may be substituted for the Family of Frogs, provided it adheres to the points of the discussion.



## 1.2 Activity: Interpreting Lesson Plans

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of various lesson plan formats, and gain experience in recognizing and modifying missing or incomplete elements.



**Note to Instructor:** Each of the lesson plans provided are missing elements or the elements are incomplete. The task for the participants is to be able to recognize that. As a contrast, provide a commercial lesson plan that includes all elements of the Natural Approach as Lesson Plan D, making enough handouts for the participants. It is suggested that Lesson Plan D come from Internet TESL Journal, which can be found at <http://iteslj.org>. With the exception of Lesson Plan D, all lesson plans were adapted from Metropolitan State University students in an undergraduate education class.



### 1.2.1 Steps

- Have the participants break into groups of two or three.
- Distribute the **Lesson Plan** handout (**H3/H4/H5**), copies of the Lesson Plan D handout, and four copies of the **Rubric for Natural Approach Lesson Plan** handout (**H6**), one for each lesson plan.
- Have the groups complete the *Comments* column of the **Rubric for Natural Approach Lesson Plan** handout (**H6**) by reviewing and commenting on each of the lesson plans, leaving the *Changes, Adaptations, and Modifications I Would Make* column blank.



**Note to Instructor:** The *Changes, Adaptations, and Modifications I Would Make* column will be completed in **Goal 3: Identify areas for improvement in lesson plans for English language learners**.

- When finished, have each group share their observations with the class.



## ***Goal 2: Identify areas for improvement in lesson plans for English language learners.***



### **2.1 Discussion: Adapting Materials**

Often materials will need to be adapted for an individual student. Adapt materials either by modifying the text or the assignments. Engage the participants in a discussion regarding techniques and strategies for adapting materials. Be sure the discussion includes the following:

- Text can be modified by:
  - ↳ Outlining the text.
  - ↳ Rewriting the text.
  - ↳ Providing audio tapes of the text.
  - ↳ Using alternate books.
  - ↳ Role playing.
  - ↳ Providing live demonstrations.
- Assignments can be modified by:
  - ↳ Using simplified objectives.
  - ↳ Asking students to draw.
  - ↳ Using group strategies.
  - ↳ Modifying assignment length.
  - ↳ Having students take notes.
  - ↳ Using graphic organizers.



### **2.2 Activity: Lesson Plan Modifications**

Paraeducators will participate in an activity that provides an opportunity to gain experience in indentifying areas of improvement in lesson plans, and in adapting lesson plans to better help English language learners.



#### **2.2.1 Steps**

- Have students stay in the same groups formed for the previous activity, **1.2 Activity: Interpreting Lesson Plans.**
- Referring again to the **Lesson Plan** handout (**H3/H4/H5**), the Lesson Plan D handout, and the **Rubric for Natural Approach Lesson Plan** handout (**H6**), instruct the participants to complete the *Changes, Adaptations, and Modifications I Would Make* column. Ask the participants to think of their roles as paraeducators and what they

would need to change, adapt, or modify in the lesson plan to better fit the needs of students who are English language learners.

- When finished, have each group share their changes, adaptations, and modifications with the class, providing support for each of the changes.



### ***Goal 3: Recognize a variety of materials that promote classroom diversity.***



#### **3.1 Activity: Materials in Lesson Plans**

Paraeducators will participate in an activity that provides an opportunity to gain a better understanding of materials used in lesson plans that make the content more accessible to English language learners.



##### **3.1.1 Steps**

- Have the participants stay in the same groups formed for the previous activity, **2.1 Activity: Lesson Plan Modifications**.
- Referring again to the **Lesson Plan** handout (**H3/H4/H5**), the Lesson Plan D handout, and the **Rubric for Natural Approach Lesson Plan** handout (**H6**), instruct the participants to build a list for each lesson plan of age-appropriate and language-appropriate materials that would help an English language learner succeed.
- Have the groups discuss ways in which they could incorporate these materials into the lesson plan, and how they would work with a student using the materials.
- When finished, have the groups share their lists and discussion points with the class.



#### **3.2 Discussion: Materials that Promote an Appreciation of Classroom Diversity**

Ask the participants to share the results from **1.4 Assignment: Materials that Promote Diversity in the Classroom**. Engage the participants in a discussion regarding the examples of the materials they brought to share and the reasons why they selected them.



#### **3.3 Lecture: Selecting Materials for English Language Learners**

Many content materials are available, but few are suitable for children learning English as a second language. For example, grade-level textbooks are too difficult linguistically for students learning English. Materials for lower grade levels may not have the cognitive challenges needed for older students, and the language and illustrations may seem childish to the student learning English as a second language.

Present and review the **Checklist for Selecting Materials for English Language Learners** handout and transparency (H7).

- Know the students.
- Know the language proficiency levels of the students.
- Have clear goals and objectives in mind.
- Read published reviews of the materials.
- Include print and non print materials.
- Ensure that materials:
  - ↳ Have an inviting layout.
  - ↳ Have many useful illustrations and graphics.
  - ↳ Don't have disproportionately large amounts of text.
  - ↳ Are written in a logical and cohesive manner.
  - ↳ Are written at a level that students can read.
  - ↳ Are free of cultural bias, and include culturally inclusive examples and illustrations.
  - ↳ Are in an easy-to-read typeface, and are well sized for the age group.
- Ask yourself:
  - ↳ Is the language used in the materials appropriate for the language level of your students?
  - ↳ How appropriate is the level of cognitive demand in the content?
  - ↳ Do the illustrations help the reader decipher the text?
  - ↳ Do the illustrations support the content of the lesson?
  - ↳ How attractive, authentic, age-appropriate, and culturally sensitive are the illustrations?
  - ↳ How easy to follow is the format?
  - ↳ How accurate is the cultural information?
  - ↳ Does the material support the objectives of the curriculum?
  - ↳ How current are the materials?



### 3.4 Lecture: Online Resources for Diverse Classrooms

Present and review the **Online Resources for Diverse Classrooms** handout (H8).

- <http://www.Teahcer.scholastics.com/lessonrepro/lessonplans/instructor>
  - ↳ Addresses how to select the best multicultural books.
  - ↳ Experts in children's literature offer advice that will assist in identifying literature that avoids cultural stereotyping.
- [http://www.ed.gov/databases/ERIC\\_digests/ed431546.html](http://www.ed.gov/databases/ERIC_digests/ed431546.html)

- ↳ Addresses selecting culturally and linguistically appropriate material.
- ↳ Provides practical steps for the wise selection of multicultural materials.
- ↳ Is intended for teachers who are experienced in cultural diversity.
- <http://iteslj.org>
  - ↳ This journal is a monthly online publication, featuring articles on teaching English as a second language.
  - ↳ Includes sections with jokes, discussion boards, and games.
- <http://www.usc.edu/dept/education/CMMR>
  - ↳ Provides information for individuals interested in furthering their education in the field of multilingual and multicultural education.
- <http://www.everythingESL.net>
  - ↳ Includes a variety of materials related to teaching English as a second language, including general information, lesson plans, and teaching tips.
- <http://www.aene.org/Keintelligences.html>
  - ↳ Addresses knowledge enrichment, multiple intelligences, learning styles tests, and provides interactive definitions.
- <http://www.clcrc.com/pages/ClandD.html>
  - ↳ Addresses diversity in classroom, including success, competition, basic values, interpersonal relationships, and making diversity a strength.
- <http://www.tprstorytelling.com/story.htm>
  - ↳ Addresses how to develop the most effective use of Total Physical Response (TPR) in storytelling.
- <http://falcon.jmu.edu/~ramseyil/drama.htm>
  - ↳ List of resources about storytelling, drama, creative dramatics, puppetry, and reader's theater.
- <http://www.eduplace.com>
  - ↳ A great, all-around planning site with a variety of categories and a comprehensive search engine.
  - ↳ Contains lesson plans in both Spanish and English that are well organized with sections on materials, steps to follow, enrichment activities, and more.
- <http://www.ncbe.gwu.edu>
  - ↳ The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs.



## Module B Handouts





## **Module B: Addressing the Needs of Students Learning English as a Second Language**

1. Recognize a variety of lesson plan formats for English language learners.
2. Identify areas for improvement in lesson plans for English language learners.
3. Recognize a variety of materials that promote classroom diversity.

## Family of Frogs

- **Lesson:** Family of Frogs
- **Grade Level:** 3
- **Level:** Speech Emergence
  
- **Objective:** By the end of this lesson, students will be able to recall vocabulary with 90% accuracy.
  - ↳ Mom = Mama
  - ↳ Dad = Papa
  - ↳ Frog = Rana
  - ↳ Baby = Bebe
  - ↳ Happy = Feliz
  
- **Materials:**
  - ↳ Stapler
  - ↳ Prepared Pages
  - ↳ Crayons/Markers
  
- **Visuals:**
  - ↳ Pictures of mom frog.
  - ↳ Pictures of dad frog.
  - ↳ Pictures of baby frog.
  - ↳ Pictures of happy frog.
  
- **Procedures:**
  - ↳ Review what was taught on the previous day.
  - ↳ Introduce what will be taught about the family of frogs today.
  - ↳ Write the vocabulary on the blackboard in English, using modeling techniques.
  - ↳ Pass out materials. Have the students start by drawing the family of frogs and coloring it.
  - ↳ As the students begin to work, go around and staple the loose pages together to make a book for each of them. While visiting with each student, help guide him or her in the right direction.
  - ↳ Read the finished book to the students. As you come to each vocabulary word, point to the board where the word is written.
  - ↳ Review what was taught today.

## Family of Frogs (continued)

- **Evaluation:**

- ↳ By walking around and observing the students, one can follow their progress and draw conclusions about how well they have comprehended the lesson.
- ↳ The new vocabulary words should be used when talking with students, helping to reveal the degree to which the instruction has been successful.
- ↳ The book being illustrated by students should flow as follows:
  - ⇒ Page 1: The Frogs, Illustrated by: *(student's name)*
  - ⇒ Page 2: Mom frog.
  - ⇒ Page 3: Dad frog.
  - ⇒ Page 4: Baby frog.
  - ⇒ Page 5: Happy frogs.
  - ⇒ Page 6: The End.

## Lesson Plan A: Apples

**Unit Theme:** Fruit

**Grade Level:** Primary

**Program:** Natural Approach

### ***Stage 1: Comprehension, Pre-Production, or Silent Period***

- Visual aids (pictures or gestures).
- Speak slow for comprehension and emphasis.

### ***Stage 2: Early Production***

- Yes/no answers.
- One-word answers from either-or questions.
- One-word answers from general questions.
- Lists of words (What do you see in this picture?). Expand, “Yes, you’re right, she is riding the horse.”
- Activities that can be used in the early production stage:
  - Open dialog.
  - Charts, tables, and graphs, especially those with numbers.
  - Newspaper ads.
  - Pictures.
  - Two-word strings.

### ***Stage 3: Speech Emerges***

- Three word answers.
- Longer phrases.
- Complete sentences.
- Extended discourse.
- Narrative.

### ***Objectives/Standards***

- To provide students with an understanding of how fruit grows, and the textures, tastes, uses, weights, and colors of fruit.
- Standards: 1:1, 1:2, 1:3, 2:1, 2:2, 2:3, 3:1, 3:2, 3:3

## Lesson Plan A: Apples (continued)

### *Materials*

- Construction paper.
- Crayons.
- Scissors.
- Glue.
- Portable balance.
- Samples of three different kinds of apples.

### *Target Vocabulary*

apples	red	core	sweet	hard
seeds	green	stem	tart	soft
apple skin	yellow	trees	sour	weight
soil	water	sun	more	less
big	medium	small		

### *Procedure*

- The teacher shows the apples, states the colors, asks the students to hold the fruit, compares sizes, weighs by guessing, and uses the scale to confirm their weight.
- The teacher asks the students what they know about apples. Words and information are written on the chalkboard.
- Students will be asked to cut the shape of the apples out of construction paper and write a sentence in the form of a small caption using the appropriate vocabulary, with assistance, for example, “This *apple* is *sweet*.” Each sentence will be written on a 6” x 5” piece of paper. The pages of each apple will be put together to form a mini-book.

### *Information*

- The teacher reads about how apples grow, where they grow (trees, soil, water), and different ways to eat them (baked, broiled, raw, sauce, and salads).

## Lesson Plan A: Apples (continued)

### *Practice*

- The teacher provides materials for students to make mini-books.
- The teacher slices the apples for the students to taste.
- The students explore by smelling, tasting, and touching (sense of texture).
- The teacher encourages and guides describing the fruits, and asks the students whether or not they like apples.

### *Enrichment and Extension*

- The teacher may set up an activity in which the students make applesauce.
- The teacher prompts throughout this activity the use of vocabulary, sentence patterns, flash cards, and sentence strips (visual reinforcement).

### *Integration with Other Subject Areas*

- Mathematics
  - ↳ Students learn the concept of division and fractions. Make a graph showing which apples the students like the most.
- Science
  - ↳ The teacher reviews the category apples fall into.
- Reading/Writing
  - ↳ Students make BINGO cards using the target vocabulary.
- Art
  - ↳ Students cut, color, and paste the paper apples onto the individual pages to form the mini-book. The mini-book will also include a cover page with a title, and a conclusion page that states which apple the student liked best.

## Lesson Plan A: Apples (continued)

### *Apple Timeline: Week of November 15-19, 1999*

- Monday
  - ↳ Do the cover page for the apple mini-book.
  - ↳ Bring the first apple for the students to taste and feel.
  - ↳ Write a short, descriptive sentence for page one of the mini-book.
  - ↳ Cut out the shape of the apple and paste it into the mini-book.
- Tuesday
  - ↳ Bring the second apple for the students to taste and feel.
  - ↳ Write a short, descriptive sentence for page two of the mini-book.
  - ↳ Cut out the shape of the apple and paste it into the mini-book.
  - ↳ Short storytime about apples.
- Wednesday
  - ↳ Bring the third apple number for the students to taste and feel.
  - ↳ Write a short, descriptive sentence for page three of the mini-book.
  - ↳ Cut out the shape of the apple and paste it into the mini-book.
  - ↳ Make a graph showing which apples are liked best.
- Thursday
  - ↳ Complete the conclusion page of the mini-book, having the students answer the question, "What's your favorite apple?"
  - ↳ When finished, put the mini-book together.
  - ↳ Make BINGO cards using the target vocabulary.
- Friday
  - ↳ End the unit and review what was learned by reading the mini-book.
  - ↳ Play BINGO.

## Lesson Plan B: Sheltered Group

**Lesson Topic:** Fruits

**Curriculum Area:** Language Arts, ESL Class

**Grade Levels:** Kindergarten, 1st, and 2nd

**Language Level:** Stage 2 (Early Production)

**Standards Met:** ESL, TESOL Standards

- Goal 1: Standard 1
  - ↳ Students will use English to participate in social interactions.
- Goal 1: Standard 3
  - ↳ Students will use learning strategies to extend their communicative competence.

**Objective:**

- Stage 2 learners will reinforce vocabulary gained in Stage 1 and expand on it (1+1) to respond with yes or no, one-word, or two-word answers.

**Rationale:**

- It is important for ESL students to gain English vocabulary and practice using it in stress-free social interactions, at a level that is appropriate for their English usage.

**Key Vocabulary:**

- Reinforced Vocabulary:
  - ↳ Colors
  - ↳ Shapes
  - ↳ Certain foods from the Food Pyramid
- New Vocabulary:
  - ↳ Orange
  - ↳ Apple
  - ↳ Banana
  - ↳ Pear
  - ↳ Grapes



## Lesson Plan B: Sheltered Group (continued)

### *Materials:*

- Picture Cards
- Fruit Realia
- Food Guide Pyramid Poster
- Worksheets
- Pencils
- Scissors
- Glue

### *Anticipate Set:*

- The Food Guide Pyramid poster will be on the chalkboard, with realia of fruits on the shelf underneath.
- The teacher will introduce the lesson by saying, “Today we are going to study the part of the Food Guide Pyramid that includes fruit (point to the fruit section of the poster).”

### *Teaching and Modeling:*

- Learning Vocabulary:
  - ↳ Listening
    - ⇒ The teacher holds up all six plastic fruits and says, “These are fruits.”
    - ⇒ One at a time, the teacher holds them up, saying, “This is an apple,” “This is an orange,” “This is a banana,” “This is a pear,” and “These are grapes.”
    - ⇒ The teacher repeats the whole sequence.
- Speaking
  - ↳ The teacher holds up an apple and asks, “Is this an apple?” Students respond, “Yes.”
    - ⇒ It is possible that not everyone will respond correctly, but the majority will, and will influence those who had doubts.
    - ⇒ The teacher repeats this sequence for the remainder of the fruits, soliciting “yes” responses.
    - ⇒ The teacher holds up an apple and asks, “Is this an orange,” eliciting a “no” response. Repeat the sequence

## Lesson Plan B: Sheltered Group (continued)

- until all students find it easy.
- ↳ The teacher gives each student a fruit picture card.
  - ⇒ The teacher holds up the plastic pear and asks, “Who has the peach,” soliciting “I do,” “He does,” or “She does” (or “Efrain does,” “Mari does,” etc.) answers.
- ↳ The teacher asks, without holding up the realia, “Who has the banana?”
  - ⇒ When students respond with the answer, the teacher then asks, “What color is it?” Students are able to answer with the color words they learned in Stage 1.
  - ⇒ Then, “Who has the grapes,” and “What color are they?”
  - ⇒ This sequence is repeated for the lemon, orange, peach, and apple.
  - ⇒ Finally, the teacher holds all of the realia up and asks, “What do I have here,” eliciting the answer, “fruit.”

### *Guided Practice:*

- Reading and Writing
  - ↳ The teacher shows the students two worksheets, one with outlined pictures of fruit on it (orange, apple, banana, pear, and grapes), the other with a pyramid shape similar to the one in the poster they’ve been studying of the Food Guide Pyramid.
  - ↳ The teacher explains and models how the students are going to:
    - ⇒ Write the name of the fruit on its outline shape, looking at the word on the picture cards.
    - ⇒ Cut out the fruits.
    - ⇒ Glue the fruits in the proper place on the Food Guide Pyramid outline.
  - ↳ Students are each given the two worksheets, scissors, pencils, and glue. They are at a round table, with the fruit picture cards in the middle. The students are told to each take one fruit card, copy its name onto the outline on their worksheet, and to pass the cards around until everyone has finished. The students are then to cut out the fruit shapes and glue them onto the Food

## Lesson Plan B: Sheltered Group (continued)

- Guide Pyramid worksheet.
- ↪ The teacher observes and helps, modeling the correct language and encouraging cooperation and sharing.

### *Evaluation Assessment:*

- Students are given a worksheet in which there are five sentence patterns, such as, “This is a \_\_\_\_\_,” with a picture of a fruit next to the blank space. There is a word bank at the bottom of the page. The students will then cut out the correct word and glue it on the line.

### *Rubric:*

- 5 correct = Proficient
- 3-4 correct = Partially Proficient
- 0-2 correct = Not Proficient
  - ↪ The student would receive extra help from teacher to improve vocabulary and understanding of the concepts, then would redo the assessment until they get at least a “Partially Proficient.”

### *Follow-Up Activity:*

- Students play food BINGO. They each have a playing board that is divided into nine sections, with a different food in each section.
  - ↪ They put a BINGO chip over each food as the teacher calls it out, or
  - ↪ Version 2, as the teacher holds up the written word, they must find the corresponding picture of the food.

## Lesson Plan B: Sheltered Group

(continued)

*Name:* \_\_\_\_\_

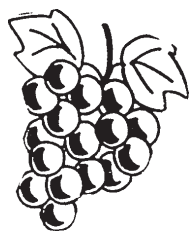
Read each of the following sentences, then cut the words that are on the bottom of the next page and glue them into the correct sentence. After that, rewrite the sentence at the bottom of each.

1. This is an \_\_\_\_\_.



\_\_\_\_\_

2. These are \_\_\_\_\_.



\_\_\_\_\_

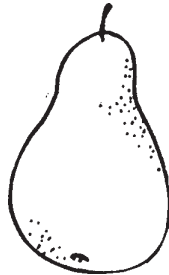
3. This is a \_\_\_\_\_.



\_\_\_\_\_

## Lesson Plan B: Sheltered Group (continued)

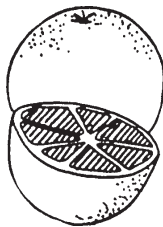
4. This is a



\_\_\_\_\_.

\_\_\_\_\_.

5. This is an



\_\_\_\_\_.

\_\_\_\_\_.

**Pear**

**Orange**

**Banana**

**Apple**

**Grapes**

## Lesson Plan C: Animals

**Grade:** K-1

**Lesson Topic:** Animals

**Curriculum Area:** ESL

**Objective:**

- Students will recognize common animal names.

**Goals:**

- According to TESOL standards:
  - ↳ Goal 1: To use English to communicate in social settings.
    - ⇒ Standard 1: Students will use English to participate in social interactions.
    - ⇒ Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
  - ↳ Goal 2: To use English to achieve academically in all content areas.
    - ⇒ Standard 1: Students will use English to interact in the classroom.

**Natural Approach Stages:**

- Pre-Production

<ul style="list-style-type: none"> <li>↳ Comprehension.</li> <li>↳ The Silent Period.</li> <li>↳ Build receptive vocabulary.</li> <li>↳ Choral response.</li> <li>↳ Use visuals.</li> </ul>	<ul style="list-style-type: none"> <li>↳ Play “Duck, Duck, Goose,” then use an experience chart technique to write about it in groups.</li> <li>↳ Read an animal book.</li> <li>↳ Choral response animal names.</li> <li>↳ TPR, act out animals.</li> <li>↳ Draw mural of animals.</li> <li>↳ Play animal BINGO.</li> <li>↳ <i>Expected Response:</i> <ul style="list-style-type: none"> <li>⇒ Following along, acting out, little verbal response.</li> </ul> </li> </ul>
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## Lesson Plan C: Animals (continued)

### ■ Early Production

<ul style="list-style-type: none"> <li>↳ One- to two-word or short-phrase responses.</li> <li>↳ Expand on receptive vocabulary.</li> <li>↳ Reinforce known vocabulary and motivate students to use it.</li> </ul>	<ul style="list-style-type: none"> <li>↳ Sing Old MacDonald.</li> <li>↳ Choral response animal sounds.</li> <li>↳ Relay Race               <ul style="list-style-type: none"> <li>⇒ Choose an animal from the box, say its name, and run and drop it into the next box.</li> </ul> </li> <li>↳ Play animal BINGO with more extensive vocabulary.</li> <li>↳ Sing Ten Little Indians, substituting animals.</li> <li>↳ Make an animal number book, with a different number of animals on each page.</li> <li>↳ <i>Expected Response:</i> <ul style="list-style-type: none"> <li>⇒ “I do,” one-word, or short phrases.</li> </ul> </li> </ul>
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### ■ Speech Emergence

<ul style="list-style-type: none"> <li>↳ Longer phrases and complete sentences.</li> <li>↳ Expand on known/receptive vocabulary (1+1).</li> <li>↳ Promote higher levels of language use.</li> </ul>	<ul style="list-style-type: none"> <li>↳ Play Farmer in the Dell.</li> <li>↳ The teacher writes a group animal story while students dictate.</li> <li>↳ Play Concentration, matching words to animals.</li> <li>↳ Make an animal book, drawing the animal and labeling it.</li> <li>↳ Do word searches using vocabulary.</li> <li>↳ <i>Expected Response:</i> <ul style="list-style-type: none"> <li>⇒ Target vocabulary and medium length responses.</li> </ul> </li> </ul>
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## Lesson Plan C: Animals (continued)

■ Intermediate Fluency

<p>→ Engage in conversation. → Produce connected narratives. → Lessons continue to expand receptive and known vocabulary. → Promote higher levels of language use in content areas. → Reading and writing incorporated into lessons.</p>	<p>→ Students make their own animal book and include science facts discovered about that animal by researching and exploring simple science books. → Students make their own theme book (zoo, ocean, farm, etc.) and write about their animal. → <i>Expected Response:</i> ⇒ Engage in conversation about animals while researching and writing.</p>
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## Rubric for Natural Approach Lesson Plan

<i>Criteria</i>	<i>Comments</i>	<i>Changes, Adaptations, and Modifications I Would Make</i>
Topic or theme stated.		
Content, skill, standards addressed.		
Evidence of Modification: Clear speech. Oral and written repetition. Essential vocabulary emphasized.		
Use of realia, objects demonstrated.		
Use of teacher responses demonstrated.		
Expected student responses demonstrated.		

## Rubric for Natural Approach Lesson Plan (continued)

<i>Criteria</i>	<i>Comments</i>	<i>Changes, Adaptations, and Modifications I Would Make</i>
Attempts to make lesson understandable made.		
Evidence of reaching different learning styles present.		
Opportunities provided for: Listening. Speaking. Reading. Writing.		
Use of graphic organizers, or ways to organize and categorize information for students demonstrated.		
Appropriate strategies/activities provided for this level of language.		

## Checklist for Selecting Materials for English Language Learners

- Know the students.
- Know the language proficiency levels of the students.
- Have clear goals and objectives in mind.
- Read published reviews of the materials.
- Include print and non print materials.
- Ensure that materials:
  - ↳ Have an inviting layout.
  - ↳ Have many useful illustrations and graphics.
  - ↳ Don't have disproportionately large amounts of text.
  - ↳ Are written in a logical and cohesive manner.
  - ↳ Are written at a level that students can read.
  - ↳ Are free of cultural bias, and include culturally inclusive examples and illustrations.
  - ↳ Are in an easy-to-read typeface, and are well sized for the age group.
- Ask yourself:
  - ↳ Is the language used in the materials appropriate for the language level of your students?
  - ↳ How appropriate is the level of cognitive demand in the content?
  - ↳ Do the illustrations help the reader decipher the text?
  - ↳ Do the illustrations support the content of the lesson?
  - ↳ How attractive, authentic, age-appropriate, and culturally sensitive are the illustrations?
  - ↳ How easy to follow is the format?
  - ↳ How accurate is the cultural information?
  - ↳ Does the material support the objectives of the curriculum?
  - ↳ How current are the materials?

## Online Resources for Diverse Classrooms

- <http://www.Teahcer.scholastics.com/lessonrepro/lessonplans/instructor>
  - ↳ Addresses how to select the best multicultural books.
  - ↳ Experts in children's literature offer advice that will assist in identifying literature that avoids cultural stereotyping.
- [http://www.ed.gov/databases/ERIC\\_digests/ed431546.html](http://www.ed.gov/databases/ERIC_digests/ed431546.html)
  - ↳ Addresses selecting culturally and linguistically appropriate material.
  - ↳ Provides practical steps for the wise selection of multicultural materials.
  - ↳ Is intended for teachers who are experienced in cultural diversity.
- <http://iteslj.org>
  - ↳ This journal is a monthly online publication, featuring articles on teaching English as a second language.
  - ↳ Includes sections with jokes, discussion boards, and games.
- <http://www.usc.edu/dept/education/CMMR>
  - ↳ Provides information for individuals interested in furthering their education in the field of multilingual and multicultural education.
- <http://www.everythingESL.net>
  - ↳ Includes a variety of materials related to teaching English as a second language, including general information, lesson plans, and teaching tips.
- <http://www.aene.org/Keintelligences.html>
  - ↳ Addresses knowledge enrichment, multiple intelligences, learning styles tests, and provides interactive definitions.
- <http://www.clcrc.com/pages/ClandD.html>
  - ↳ Addresses diversity in classroom, including success, competition, basic values, interpersonal relationships, and making diversity a strength.
- <http://www.tprstorytelling.com/story.htm>
  - ↳ Addresses how to develop the most effective use of Total Physical Response (TPR) in storytelling.

## Online Resources for Diverse Classrooms (continued)

- <http://falcon.jmu.edu/~ramseyil/drama.htm>
  - ↳ List of resources about storytelling, drama, creative dramatics, puppetry, and reader's theater.
- <http://www.eduplace.com>
  - ↳ A great, all-around planning site with a variety of categories and a comprehensive search engine.
  - ↳ Contains lesson plans in both Spanish and English that are well organized with sections on materials, steps to follow, enrichment activities, and more.
- <http://www.ncbe.gwu.edu>
  - ↳ The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs.



## Module B Transparencies

# ***Module B: Addressing the Needs of Students Learning English as a Second Language***

InDelvB-T1



- ***Recognize a variety of lesson plan formats for English language learners.***
- ***Identify areas for improvement in lesson plans for English language learners.***
- ***Recognize a variety of materials that promote classroom diversity.***

# *The Natural Approach Lesson Plan*

InDelvB-T2



- *Topic or theme was stated.*
- *Content, skill, and standards were addressed.*
- *Evidence of modification shown.*
  - *Clear speech.*
  - *Use of repetition, oral and written.*
  - *Essential vocabulary emphasized.*
- *Use of realia demonstrated.*
- *Use of teacher responses demonstrated.*
- *Expected student responses demonstrated.*
- *Attempts made to make content understandable.*
- *Evidence of reaching different learning styles demonstrated.*



# *The Natural Approach Lesson Plan*

## *(continued)*

InDelvB-T2



- *Opportunities provided for:*
  - ↳ *Listening,*
  - ↳ *Speaking,*
  - ↳ *Reading, and*
  - ↳ *Writing.*
- *Use of graphic organizers or other forms of organization and categorization of information for students demonstrated.*
- *Appropriate strategies and activities for the language level used.*